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ABSTRACT

The pictorial publication briefly discusses Indian education in Canada. Discussed are: nursery schools and kindergartens; elementary and secondary schools; teaching staff--preschool instructors, teacher aides, classroom assistants, teachers, and principals; guidance staff--guidance and social counsellors, and home and school coordinators; support services--daily and seasonal transportation, noon lunches, student residences, boarding homes, and group homes; professional services--school committees, curriculum resource centres, curriculum advisory committees, community libraries, scholarships, and supervision; professional training--intercultural education, Native teacher training, orientation courses, inservice training workshops and conferences, and training of teacher aides, social counsellors and child-care workers; vocational and post-school training; employment and relocation; adult education; cultural grants; fine arts; linguistics; and literature. Appended are: a summary of federal and provincial school enrollments of Indian students in grades K-13 during 1971-72; scholarship awards for 1965-73; 1972-73 award winners; research projects continuing or recently completed; a summary of post-school enrollments--adult education, vocational training, and employment relocation; and a listing of the regional education offices. (NQ)

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Indian Education in Canada

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Indian and Northern Affairs
Affaires indiennes et du Nord

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Indian Education in Canada

"All Indian children should be educated to their full capacity and each child should have the opportunity to learn in the best possible way according to his own ability, interests and needs."

G. D. Cromb, Director
Education Branch

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Objective of the Indian and Eskimo Affairs Program

"In consultation with the Indian and Eskimo people, to support, maintain and/or develop activities whereby Indians and Eskimos through their initiatives may achieve their cultural, economic and social aspirations within Canadian society."

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Education

6 Nursery Schools

7 Kindergartens

8 Elementary Schools

9 Secondary Schools

Teaching Staff

10 *Pre-School Instructors, Teacher Aides and Classroom Assistants*

11 *Teachers and Principals*

Guidance Staff

12 *Guidance Counsellors, Social Counsellors and Home and School Co-Ordinators*

Support Services

13 *Transportation: Daily and Seasonal*

14 *Noon Lunches*

15 *Student Residences*

16 *Boarding Homes*

17 *Group Homes*

Professional Services

18 *Curriculum Resource Centres*

20 *School Committees*

21 *Curriculum Advisory Committees*

22 *Community Libraries*

23 *Scholarships*

24 *Supervision*

Professional Training

25 *Intercultural Education*

26 *Native Teacher Training*

27 *Teacher-Aide Training*

28 *Social Counsellor Training*

29 *Child-Care Worker Training*

30 *Orientation Courses*

31 *In-Service Training Workshops and Conferences*

32 Research

Employment

34 Vocational and Post-School Training

35 Employment and Relocation

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Culture

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45 2. Scholarship Awards 1968–73

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47 4. Summary of Post-School Enrolments

47 5. Budget: Education Branch Department of Indian Affairs and Northern Development

48 6. Regional Education Offices

The education branch of the department was established to:

* Provide facilities and services for meeting the educational needs of Indians and Eskimos;
* Assist Indians and Eskimos to find and take greater advantage of employment opportunities;
* Assist Indians and Eskimos to retain and develop their native culture.

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Education

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Nursery schools for four-year-olds are now located on many reserves. Staffed by Indian teachers or teacher-aides, several of these schools are operated by the band council or education committee with funds provided by the Department of Indian Affairs and Northern Development.

The school facilities and equipment are designed to help the children develop their physical, cognitive and social skills. The language of instruction is usually the mother tongue of the children.

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Most federal schools have a kindergarten for five-year-olds to further prepare them for entry into school. Several kindergartens use the native language of the children as the language of instruction. Where instruction is in English or French, teacher aides who speak the native language are also present in the classroom.

While most kindergarten classrooms are in schools, the trend is to provide separate, modern buildings with large well-equipped play and activity areas for the youngsters.

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Provincial
Over 40,000 Indian students attend some 500 provincial schools across Canada. Educational services are purchased either through agreements with the province or through agreements with local school boards.

Federal
Approximately 30,000 Indian students attend federal schools established in areas where parents choose not to use the provincial education system, or where acceptable provincial schools are not available. Older schools are gradually being renovated or replaced.

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Provincial
Most of Canada's 10,000 Indian high school students attend provincial high schools in the larger towns or cities near their homes. Some students commute daily from their homes on the reserve while others attend from boarding homes, group homes or student residences.

Federal
A few federal schools offer grades 9 and 10 on the reserve, but most Indian students attend secondary schools in nearby urban centres.

Pre-School Instructors, Teacher Aides and Classroom Assistants

Nursery schools, kindergartens and primary grades now have Indian assistants working with the teachers in the classroom. They do much of the audio-visual and clerical work and because they are fluent in the children's language, they provide an important link between the home and the school.

Many Indians are enrolled in specialized teacher training courses which combine formal instruction with on-the-job experience. On completion of the courses they receive provincial certification to teach.

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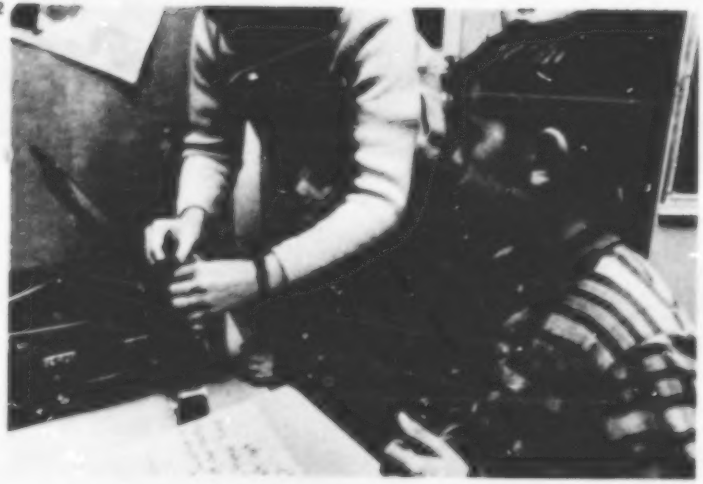

Teachers and Principals

Federal schools across Canada employ about 1,400 teachers and principals.

In recent years the number of qualified Indian teachers has increased steadily; however, at present only 100 of them teach in federal schools.

The minimum professional requirement for federal teachers is a permanent teacher's certificate issued by one of the ten provincial departments of education. Orientation courses, mandatory for all new teachers, are designed to acquaint them with the skills and understanding necessary to teach in an Indian setting. By 1975 all teachers of Indian children must have taken, at the university level, a course or courses in intercultural education.

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Guidance Counsellors, Social Counsellors and Home and School Co-Ordinators

All students have access to guidance and counselling on educational, personal and vocational matters. The counsellors, who include an increasing number of Indian people, have professional or para-professional qualifications. Special training courses are held in several locations to enable Indian people to become qualified in this field.

Home and school co-ordinators provide liaison between teachers and parents by acquainting the parents with the school time-table, homework assignments, attendance problems and pupil performance, and in so doing they encourage parent participation.

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Transportation: Daily and Seasonal

Where necessary, transportation is provided for all students who must travel from the reserve to school. In many places the education committee or band council operates the school bus program. They purchase buses, plan routes, ensure that roads are passable in winter and summer, hire the drivers and, in general, supervise the entire service.

For students who must live away from the reserve to continue their schooling, return transportation by bus, train or plane is provided at the beginning and end of the school term and at Christmas.

Noon Lunches

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When it is not practical for children to go home at noon, lunch is provided at the school. The band council or education committee usually operates the program.

Nutritionists of the Department of Natural Health and Welfare offer advisory services.

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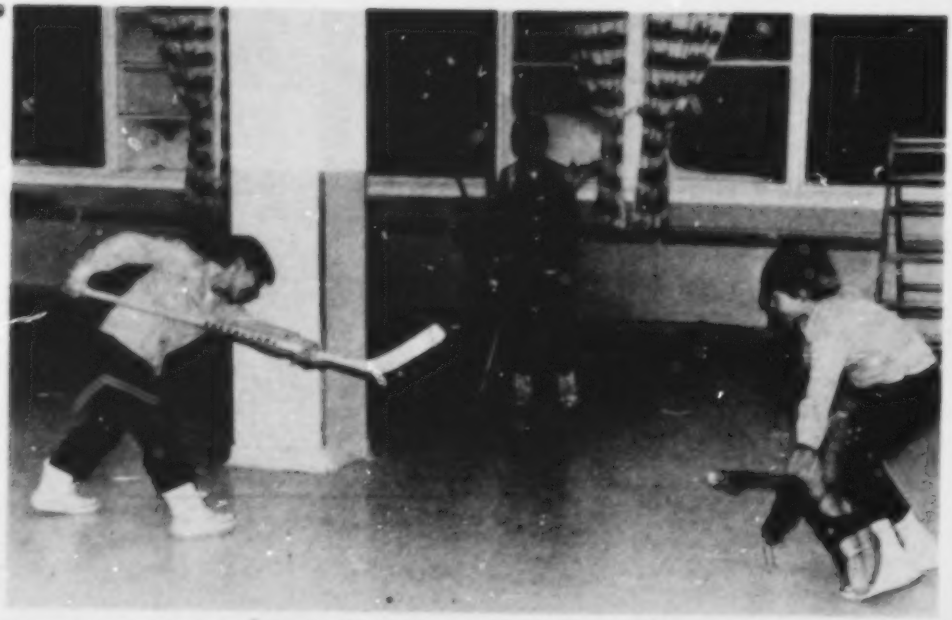

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When students leave home to continue their education, many stay in a student residence. Formerly the churches ran the residences, and more recently the federal government. Now, the Indian people themselves are becoming involved in the day-to-day management.

At Blue Quills, Alberta, for example, the residence is operated by an all-Indian board and at Fort George, on the east coast of James Bay, the administrator, child-care workers and support staff are all Indians.

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Older students continuing their education in the nearest urban schools frequently stay in private homes. When it is impossible for the parents or students to visit and assess the home in advance, counsellors assume this responsibility.

Boarding home parents are selected by their willingness to take a sincere interest in the total well-being of students in their care.

Students are given transportation, room and board, tuition, books and school supplies. An allowance to cover incidental expenses and to enable them to participate in school-sponsored activities is also provided.

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Some Indian students who must leave home to continue their schooling stay in group homes accommodating between six and twelve persons. Ideally, Indian house parents supervise the home. The students are encouraged to develop self-confidence through association with other Indian students during evenings and weekends.

With the assistance of this and other departments of the federal government, as well as many universities, several curriculum resource centres have been established across Canada. In addition to providing information and literature requested by teachers, band councils or school committees, they also develop new teaching methods, prepare bibliographies, conduct special research and provide information on native studies.

A curriculum resource centre in British Columbia, sharing campus facilities with the University of British Columbia, is staffed and administered entirely by Indian people.

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School Committees

Most federal and some provincial schools have Indian school or education committees similar to school boards.

Their responsibilities may include: allocation of funds for school activities; cultural content of the school program; student attendance; care and maintenance of school buildings and their use for community activities; scholarships; playgrounds and sports activities; noon lunch programs; bus routes, roads and services and the selection of local instructors for cultural courses.

It is now possible for education committees to manage the entire school program.

Curriculum Advisory Committees

Committees to advise on cultural enrichment of the school curriculum are a recent development. Loosely structured, they comprise representatives from the local education committee, the school staff, and, sometimes, senior students.

They help to develop a school program which is better suited to the Indian child, by identifying the special needs of Indian students, by providing information on the history and legends of the reserve, by recommending local persons with special talent to teach native languages, traditional skills and handicrafts and by encouraging parent participation.

In several provincial departments of education, Indian educators work as cross-cultural consultants and provide both administrative and advistory services to the province.

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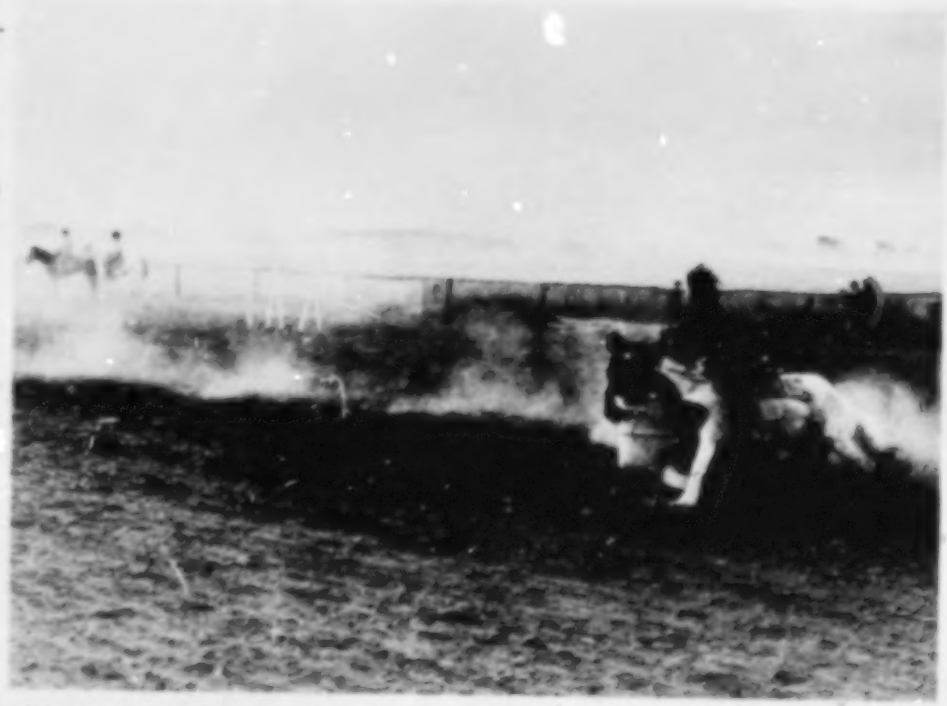

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Community Libraries

One of the first programs transferred to the Indian people was the community library program. In most areas the community library is run by the chief and band council with the financial support of the federal government's contributions to bands program. The libraries are staffed by local people and are usually in the school. A few libraries however, are in band buildings, such as the recreation hall or the local museum.

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Scholarships

Every year outstanding Indian students are awarded scholarships to continue their education. Each region provides several scholarships and there is Indian representation on all selection boards. Awards are supplementary to other educational assistance provided to students. (See Appendix 2.)

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Federal schools for Indian students offer the course of studies approved by the province in which the school is situated, but this may be adapted where local learning requirements dictate the need for modifications.

Formal supervision is carried out by district superintendents of education of the Department of Indian Affairs and Northern Development. They convene teacher selection boards, supervise teachers, teacher aides, and counsellors, and are responsible for all aspects of educational administration in their district.

Program consultants work with the teachers in the classroom and offer advice to school and education committees on the content and presentation of the school program.

The demand for teachers experienced in intercultural education exceeds the supply. As a result, non-Indian teachers of Indian children and others engaged in Indian education are encouraged to take courses in this specialty, available at many universities in Canada. By 1975, all teachers of Indian children must have taken such a course.

As an aid to professional staff, the newsletter *Indian Education*, is published by the department.

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Native people who are interested in teaching but who lack the academic standing for university entrance, may qualify for special training. Special courses have been developed and combine formal classes, practice teaching in the home community and supervisory follow-up visits.

There are at present three such courses in Canada: one in the east, one on the Prairies and one in the Northwest Territories. All three lead to provincial teacher certification over a five-year period.

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Several training programs leading to certification have also been established for teacher-aides and classroom assistants in kindergarten and primary grades.

Native people, with or without previous experience, may enrol in these courses which usually last from four to six weeks each summer.

Courses include a study of community relations, professional ethics, basic educational psychology, health and hygiene, library practice, music and language arts, and audio-visual, clerical and craft skills.

More than 200 teacher-aides took courses during the past summer.

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A one-year course to train native people to work as social counsellors in the school system has been started. Social counsellors, who are native people and who share a common language and value system, provide special services to the students, parents, education committees and band councils. There are now 57 graduates of the social counsellor course.

Additional training will be offered to graduates who wish to become specialists in early childhood education.

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Child-care workers are employed in student residences to help care for the physical and emotional well-being of the children attending school away from home. Special child-care worker training courses have been established, with preference given to native applicants.

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Orientation courses, to familiarize teachers with the community and some of the special aspects of Indian education, are now provided for all teachers of Indian children. These courses are mandatory for new teachers in federal schools, and may last one to two weeks.

The course content is developed by Indian people working with experienced teachers or program consultants. Most courses are offered at the community or district level, with emphasis on local educational needs.

Three regions now contract for orientation courses from universities. Courses at this level are extended in time and content, and carry a university credit in intercultural education.

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Throughout the school year, conferences and workshops are conducted at the regional, district or settlement level as forms of in-service training for teachers, principals, guidance counsellors, educational counsellors, vocational counsellors, teacher-aides, counsellor-aides, child-care workers, and student residence administrators.

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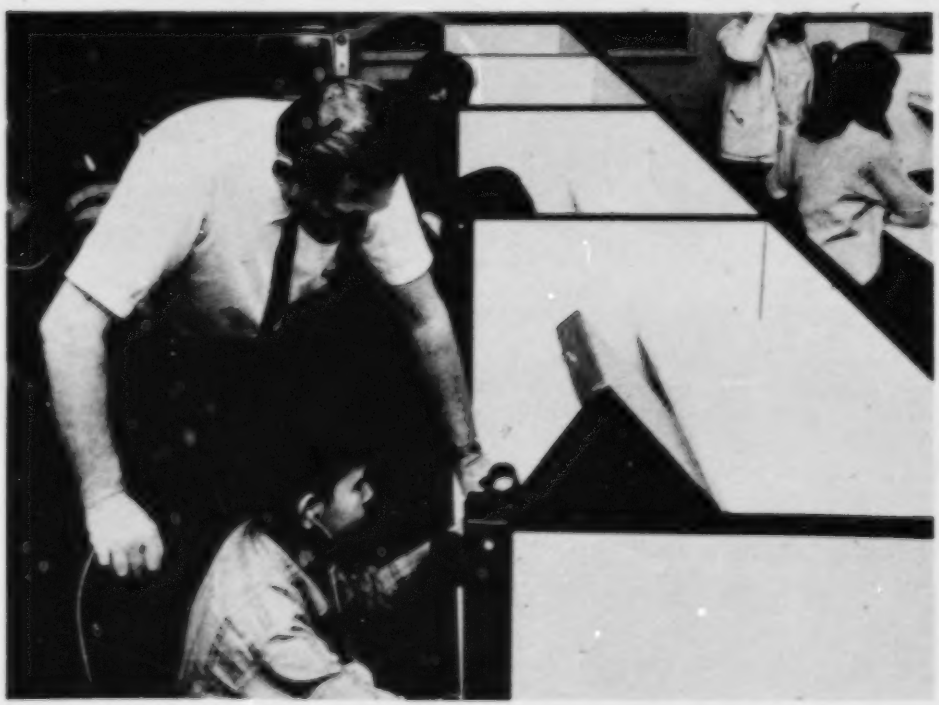
A number of research projects on curriculum development, Indian educational needs and related matters are being carried out. Indian educators co-ordinate the findings and suggest where research may be done in the future. No project is approved without consultation with the people concerned, and every project must have Indian participation. (See Appendix 3.)



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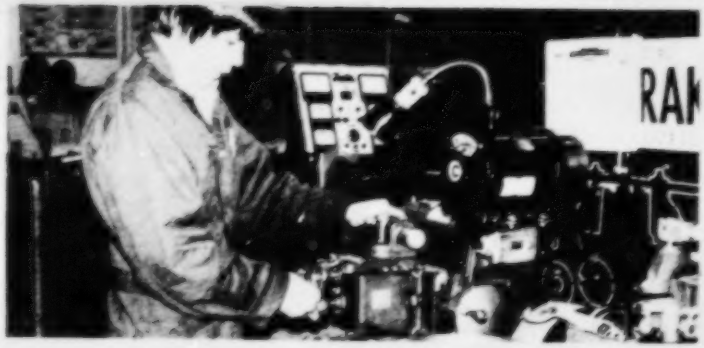
Employment



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Vocational and continuing education is available to all Indians. Financial assistance may be provided to students until they have obtained either the certification for employment, or their first undergraduate degree from a university.

In 1971-72, over 10,000 students received assistance for training in the prevocational, vocational, professional and university categories. (See Appendix 4.)

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A variety of training programs for Indian people are negotiated between government and private industry. They include training on-the-job, in-service training, apprentice training and summer employment for students.

In addition, short- or long-term contracts with various business and professional organizations may provide valuable work experience for Indian people.

If a training program lasts longer than four months, the whole family may be given financial assistance to relocate. When this happens, preparatory and adjustment counselling services are available. Relocation services and assistance with off-reserve housing are also available to those entering the permanent labour force away from their home community.

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Adult education courses are available on reserves or in nearby communities. They include: basic training for skill development, consumer and housing education, family relationships and homemaking courses, academic upgrading and alcohol and drug abuse education. In addition there is instruction in several recreational or leisure activities.

Most of the courses are contracted with universities or other educational organizations. Frequently, however, the chief and band council arrange for them and they may be held in the local band hall or recreation centre.

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Culture

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Financial assistance is available to recognized Indian groups and individuals for projects to foster traditional cultural activities and to preserve the Indian heritage.

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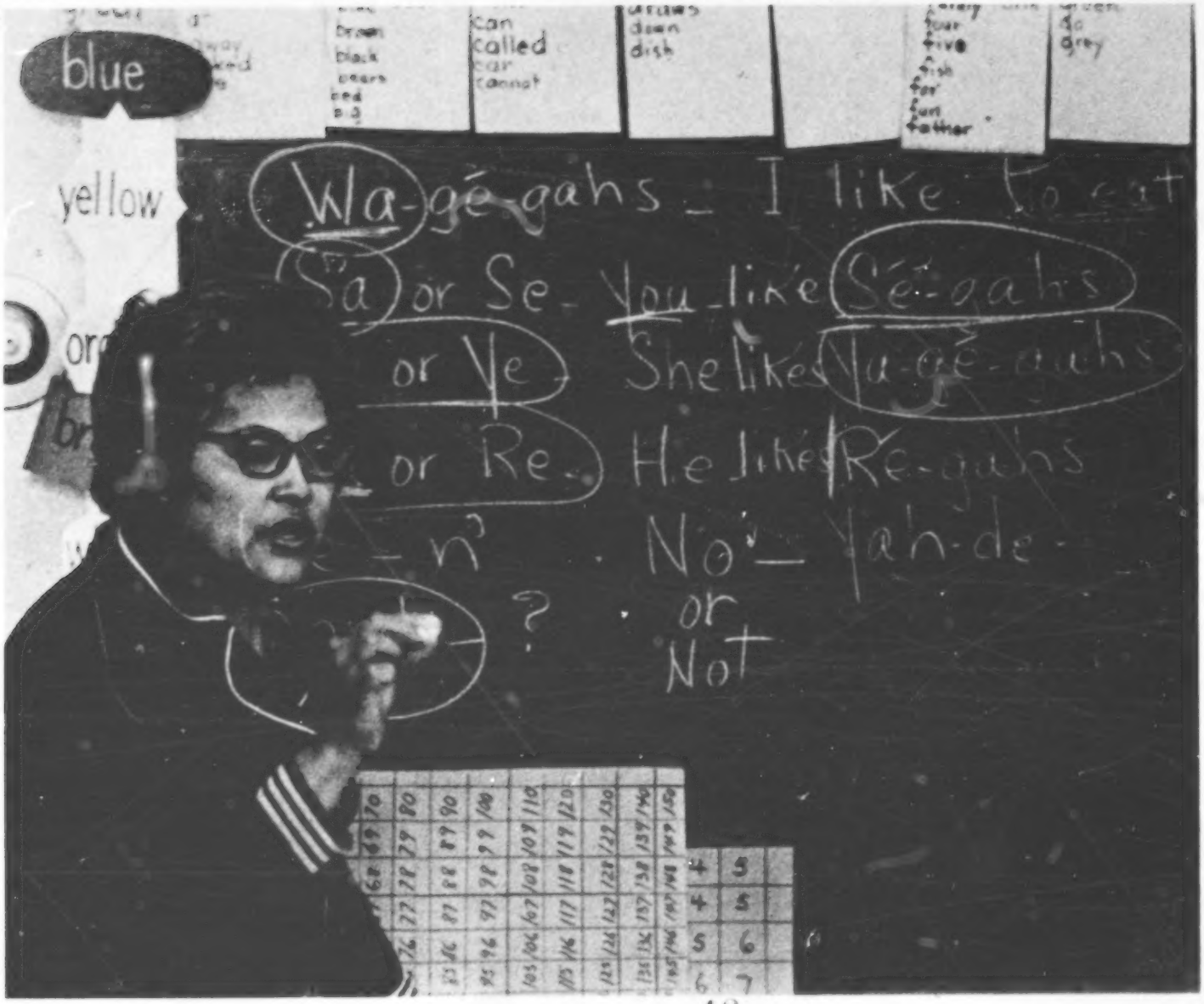
The departmental collection of Indian art and artifacts is growing each year and is in demand for showings across Canada.

The selection includes outstanding examples of the works of craftsmen and artists. Many recognized artists are represented as well as younger and lesser-known Indians whose work has promise.


blue
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Wa-gé-gahs - I like to eat
Sa or Se - You like Sé-gahs
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or Re - He likes Re-gahs
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Linguistics

Professional assistance is given to Indian groups, language teachers, universities and others interested in teaching and preserving the native languages. Within the ten linguistic groups of Indians in Canada are a number of sub-groups speaking related languages or dialects. Reading and teaching materials have been developed in many of the native languages and there are language courses in more than 80 schools across Canada.

Classes in Indian languages are also being offered to parents, teachers and other interested people. Education committees or band councils usually arrange for local people to instruct the classes.

Literature

Indian authors wishing to publish original manuscripts may be provided with editing and typing services and liaison with a publisher. When an original manuscript by an Indian is published, the Department of Indian Affairs and Northern Development purchases and distributes copies of the book to schools and libraries.

The Canadian Indian cultural magazine *Tawow* is produced by the department to encourage creative talent and to give exposure to the works of Indian artists and writers.

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Appendices

Appendix 1
Summary of Federal School Enrolments and Enrolments of Indian Students in Provincial Schools, Kindergarten to Grade 13, 1971-72

Federal School Enrolments	K[1]	K[2]	1	2	3	4	5	6	7	8	9	10	11	12	13	Spec.	Total
Nova Scotia	71	107	73	66	60	33	72	38	25	15	5	–	–	–	–	–	565
New Brunswick	76	97	108	87	78	77	75	73	–	–	–	–	–	–	–	–	671
Prince Edward Island	–	11	19	8	5	7	4	5	5	–	–	–	–	–	–	4	68
Quebec	377	649	712	652	594	572	584	463	121	12	–	–	–	–	–	13	4,749
Ontario	180	735	1,007	983	835	763	679	656	540	415	27	–	–	–	–	57	6,877
Manitoba	310	554	832	819	590	629	589	575	471	430	214	19	–	–	–	32	6,064
Saskatchewan	254	598	548	398	382	339	272	259	143	104	46	–	–	–	–	15	3,358
Alberta	118	561	443	433	391	379	370	305	247	147	112	27	15	8	–	29	3,585
British Columbia	247	459	474	390	386	286	342	262	191	9	–	–	–	–	–	–	3,046
Total	1,633	3,771	4,216	3,836	3,321	3,085	2,987	2,636	1,743	1,132	404	46	15	8	–	150	28,983

Provincial School Enrolments	K[1]	K[2]	1	2	3	4	5	6	7	8	9	10	11	12	13	Spec.	Total
Nova Scotia	25	62	63	51	72	72	51	48	102	60	54	46	36	16	–	51	809
New Brunswick	–	6	49	59	55	45	45	56	109	96	67	44	19	15	–	2	667
Prince Edward Island	–	–	9	1	–	4	2	2	–	3	4	–	–	–	–	2	27
Quebec	171	402	459	367	352	344	419	340	500	546	396	305	179	68	–	80	4,928
Ontario	–	315	451	476	452	556	522	506	634	512	1,098	733	412	288	57	347	7,359
Manitoba	43	359	586	527	441	466	403	376	435	335	440	403	212	130	–	196	5,352
Saskatchewan	–	327	1,197	960	803	789	745	677	665	479	393	262	156	87	–	294	7,834
Alberta	–	231	686	667	617	547	540	566	556	453	337	382	250	138	–	87	6,057
British Columbia	–	861	963	880	904	769	805	740	726	1,044	842	602	389	227	–	267	10,019
Yukon	–	–	67	74	57	54	70	51	55	47	40	29	13	5	–	12	574
Total	239	2,563	4,530	4,062	3,753	3,646	3,602	3,362	3,782	3,575	3,671	2,806	1,666	974	57	1,338	43,626

Appendix 2
Scholarship Awards 1965-73

Year	University	Teacher training	Nursing	Independent school	Vocational training	High school	Cultural	Total
1965-66	13	7	6	–	15	–	5	46
1966-67	6	4	5	–	14	–	7	36
1967-68	9	5	5	–	21	–	7	47
1968-69	10	4	4	–	28	–	11	57
1969-70	9	5	6	3	29	–	11	63
1970-71	18	5	5	3	32	–	12	75
1971-72	27	10	5	6	31	–	10	89
1972-73	23	6	4	–	34	19	7	93
Total	115	46	40	12	204	19	70	506

1972-73 Award Winners

Maritimes	Graydon Nicholas	University
	Kenneth Francis	University
	Barry Martin	University
	Lloyd Johnson	University
	Warren Tremblay	University
	Shirley Howe	Teacher training
	Patricia Paul	Vocational training
	Hubert Paul	Vocational training
	Clarence Simon	Vocational training
	Shirley Stevens	Vocational training
	Frank Meuse	Vocational training
	Terry Levi	Vocational training
	Cynthia M. Francis	Cultural
	Michael Perley	Cultural
Québec	Régent Lauriére	University
	Micheline Vincent	University
	Nellie Stephen	University
	Marie Thirnoh	University
	Louis T. Montour	University
	Samuel Gilpin	Teacher training
	Lina Vincent	Teacher training
	Michel Robertson	Vocational training
	Raymond Jourdain	Vocational training
	Louis Bastien	Vocational training
	Raoul Canapé	Vocational training

Ontario	Dayne Jamieson	University
	Daniel Moses	University
	Audrey Powless	Teacher training
	John Peter Kelly	University
	Debra Van Every	Nursing
	Linda Elliott	Nursing
	Becky Bomberry	Vocational training
	Alma Anderson	Vocational training
	Margaret Shawnoo	Vocational training
	Joan Johnson	Vocational training
	Russell Jocko	Vocational training
	Noble Coppaway	Vocational training
	Daniel Lawson	Vocational training
Manitoba	Thomas Highway	University
	Edwin F. Jebb	University
	Jack E. Grieves	University
	Herman Green	University
	Ella McKay	Vocational training
	Sharon Malcolm	High school
	Diane McPherson	High school
	Marguirite Merasty	High school
	Alice Bignell	High school
	Shirley M. Ross	High school
	Alfred Everett	High school
	Freda Belfour	High school
	Agnes Cowley	High school
	Lillian Michel	High school
	Grace Easter	High school
	Stanley Daniels	High school
	Celia Tom	High school
	Alex G. Anderson	High school
	Iona Weenusk	Cultural

Saskatchewan	Karen Venne	University
	Marlene Jimmy	University
	Angeline Weenie	Teacher training
	Jerry McLeod	Teacher training
	Gail Esther Wuttunee	Nursing
	Darlene Ahenakew	Vocational training
	Inez Thomas	Vocational training
	Lynda Francis	Vocational training
	Stuart Sangwais	Vocational training
	Cornilie Ashdownyne	Vocational training
	Maurice Louison	Cultural
	Wanda Stonechild	Cultural
Alberta	Walter Charles Woods	University
	Sheila B. Steinhauer	University
	Theodore Fontaine	Vocational training
	Douglas H. Bulldog	Vocational training
	William Sewepagaham	Vocational training
	Cecilia Eaglebear	Vocational training
	Lorraine Bull	High school
	Lydia Quinney	High school
	Rita Marcel	High school
	Garry Tailfeathers	High school
	Mary Anne Crow	High school
	Judy White	High school
British Columbia	Kathleen Louis	University
	Trudy Archie	University
	Mary Edgar	Vocational training
	Sandra Campbell	Vocational training
	Brian Williams	Vocational training
	Joseph Smith	Vocational training
	Cyril Mountain	Vocational training
	Russell Ayak	Vocational training
	Katherine Ginger	Vocational training
	Linda Sankey	Nursing
	Della Gonu	Cultural
	Amos Dawson	Cultural

Appendix 3
Research Projects Continuing or Recently Completed

Saskatchewan	Federation of Saskatchewan Indians Task Force	Study of Indian education
	Saskatchewan regional office	Native language instruction
Alberta	R. Pope	Comparison of grants to bands and department-controlled programs of adult education
	Alberta regional office	Student retrieval
		Native language instruction
		Action research on reserves
	University of Lethbridge	Development of educational opportunities for native students
	University of Alberta	Study of value change among selected ethnic groups in the Lac la Biche area
		In-depth family study and longitudinal study on cognitive strengths and deficits of potential dropouts and their families
		Research on suitable programming in the Bishop Piché School
		Consultant services related to the operation of education facilities at Blue Quills, Alberta
		Fort Chipewyan educational planning study
	TERA Instructional Designs Associates	Curriculum research at the E. mineskin School, Hobbema
	George Sims	Investigation of post-school research
	University of Calgary	Evaluation of courses for Indian university students
		Intercultural education: a study of the effects of interpersonal perceptions upon Indian and non-Indian pupils in Southern Alberta
British Columbia	Indian Education Resources Centre, University of B.C.	Multi-media resources centre
	University of Victoria	Evaluation of special course for under-achievers
	B.C. Indian Language Project	Production of tapes and written materials in 13 Indian languages
Maritimes	Union of New Brunswick Indians	A study of problems encountered by Indian youth of New Brunswick in obtaining an education
Quebec	Quebec regional office	Study of Indian education in Quebec
		Study of language arts
		Psychological survey of Indian students in Quebec
		Native studies curriculum units
		Native language instruction
Ontario	Ontario Institute for Studies in Education	Instructional materials for schools: Blackfoot culture
		Personality differences between Indians and non-Indians, special education needs of Indians and prediction of results of investment in Indian education
		Experimental pre-school intervention in Manitoulin Island
	Union of Ontario Indians	Instructional kit on history and culture of Canada's Indians
	Royal Ontario Museum	Teaching American Indian history
	Manitou Arts Foundation	Curricula and techniques related to Indian arts and culture in Canadian schools
	Nishnawbe Institute	Collection of Cree and Ojibway stories, legends and songs which can be reproduced for schools
	Ontario regional office	An evaluation study of a pilot relocation project at Elliot Lake, Ontario
Manitoba	Manitoba regional office	Survey of human resources
		An evaluation study of Indian relocation at Thompson, Manitoba
	Philip Fontaine	History of Fort Alexander Reserve
Headquarters	Education Branch	Action research: student summer employment
		Grade-age progress project: a study of four reserves in the Georgian Bay district 1965–70
	Laurentian Institute	A framework in which Indian art can revitalize Indian culture
	National Film Board	Multi-media kits for schools

Appendix 4
Summary of Post-School Enrolments: Adult Education, Vocational Training and Employment Relocation

		1968–69	1969–70	1970–71	1971–72
Adult Education	Basic literacy	3,415	4,388	5,471	6,618*
	Other adult programs	9,652	11,864	14,638	24,745*
	Total	13,067	16,352	20,109	31,363
Vocational Training**	Prevocational	1,443	3,888	4,285	3,962
	Formal vocational	1,393	2,114	1,778	2,118
	Special vocational	340	2,007	2,248	3,437
	University	235	321	459	559
	Teacher training	38	49	48	63
	Nursing	20	24	24	15
	Other professional	364	414	529	582
	Total	3,833	8,817	9,371	10,716
Employment Relocation**	Short-term	8,676	6,292	6,236	6,088
	Regular	3,460	5,697	5,966	6,354
	In-service training	330	218	218	170
	On-the-job training	257	269	530	709
	Family relocations	509	502	416	387
	Apprenticeship	–	73	125	165
	Total	13,232	13,051	13,491	13,873

*Due to late reporting, some figures are estimates.
**Based on monthly statistical reports from the regions.

Appendix 5
Education Branch,
Department of Indian Affairs and Northern Development
Budget 1972-73
(thousands of dollars)

Operating	105,792
Grants and contributions	12,199
Capital	17,089
Total	135,080

Appendix 6
Regional Education Offices

Headquarters	Department of Indian Affairs and Northern Development 400 Laurier Avenue West Ottawa, Ontario K1A 0H4
Maritimes	Department of Indian Affairs and Northern Development P.O. Box Drawer 160 Amherst, Nova Scotia
Quebec	Department of Indian Affairs and Northern Development P.O. Box 8300 1141 Route de l'Eglise St. Foy Quebec 10, P.Q.
Ontario	Department of Indian Affairs and Northern Development 55 St. Clair Ave. West Toronto 7, Ontario
Manitoba	Department of Indian Affairs and Northern Development 267 Edmonton Street Winnipeg, Manitoba R3C 1S3
Saskatchewan	Department of Indian Affairs and Northern Development 1874 Scarth Street McCallum-Hill Building Regina, Saskatchewan S4P 2G7
Alberta	Department of Indian Affairs and Northern Development 27th Floor C.N.Tower Building Edmonton, Alberta T5J 0K1
British Columbia	Department of Indian Affairs and Northern Development P.O. Box 10061 Pacific Centre Ltd. 700 West Georgia Vancouver, B.C.

Further information about the education of Eskimo children living in Arctic Quebec is available from the Quebec regional office.

Further information on Eskimo education in the Yukon and Northwest Territories is available from:

Department of Education
Government of the Yukon Territory
Whitehorse, Yukon

Department of Education
Government of the Northwest Territories
Yellowknife, NWT

Photographs

1. (cover) Schoolchild, Thunder Bay District, Ont. (J. W. Nelson)
2. Audio-visual aids, Vancouver City College, Vancouver, B.C.
3. Schoolchildren, Thunder Bay District, Ont. (J. W. Nelson)
4. Carole Lavallée, Research Division, DIAND, Ottawa (William T. Badcock)
5. Colin Wasacase, Chief, Cultural Development Division, DIAND, Ottawa (Don Konrad)
6. William Thomas, Regional Director, DIAND, Man. (Don Konrad)
7. *Shirley Tolley, Head, Linguistics, Cultural Development Division, DIAND, Ottawa.
8. *Kindergarten, Ermineskin School, Hobbema, Alta.
9. *Gordon's Residence, Punnichy, Sask.
10. *Alex Redcrow, Filmmaking, National Film Board, Montreal, Que.
11. Connie Wright, Cultural Development Division, DIAND, Ottawa (Don Konrad)
12. Howard Harwich Moravian School, Ridgetown, Ont. (Ron Vickers)
13. *Standoff kindergarten, Cardston, Alta.
14. Nursery School, Thunder Bay District, Ont. (J. W. Nelson)
15. *Ermineskin school, Hobbema, Alta.
16. *Playground, Curve Lake School, Ont.
17. *Mount Elgin School, Muncie, Ont.
18. Elementary school, Cape Croker Reserve, Ont. (Doug Wicken)
19. Central School students, Ohsweken, Ont. (Doug Wicken)
20. Secondary school students, London District, Ont. (Ron Vickers)
21. Teacher aide, Cape Croker Reserve, Ont. (Doug Wicken)
22. Howard-Harwich Moravian School, Ridgetown, Ont. (Ron Vickers)
23. Language Development, Cape Croker Reserve, Ont. (Doug Wicken)
24. Principal's office, Manitoulin Island, Ont. (Doug Wicken)
25. *Basic training for skill development, Vancouver City College, Vancouver, B.C.

*Denotes Department of Indian Affairs and Northern Development photographs.

26. *Gordon's student residence bus, Punnichy, Sask.
27. School lunch, Moose Factory, Ont. (Don Konrad)
28. School lunch, Standoff Reserve, Cardston, Alta. (Lethbridge Herald)
29. Floor hockey, St. Phillips Residential School, Fort George, Que. (Mildred J. Young)
30. *Yukon Hall, student residence, Whitehorse, Yukon
31. *Tofino student residence, Vancouver, Island, B.C.
32. *Bedtime story, boarding home, Hull, Que.
33. *Amateur astronomy, boarding home, Hull, Que.
34. *Meal planning, boarding home, Hull, Que.
35. *Academic upgrading, Camosun College, Victoria, B.C.
36. *Group home, Battleford, Sask.
37. *Group home, Battleford, Sask.
38. Audio-visual aids, Indian and Northern Curriculum Resource Centre, University of Saskatchewan (Gibson Photos)
39. *Indian education resource centre, Vancouver, B.C.
40. Indian and Norther Curriculum Resource Centre, University of Saskatchewan (Gibson Photos)
41. Editing video-tape, Indian and Northern Curriculum Resource Centre, University of Saskatchewan (Gibson Photos)
42. Print material, Indian and Northern Curriculum Resource Centre, University of Saskatchewan (Gibson Photos)
43. Native education committee, Blue Quills Residential School, St. Paul, Alta. (Don Konrad)
44. Rodeo, Beardy's-Okemasis Reserve, Duck Lake, Sask. (Don Konrad)
45. Ohsweken School Six Nations Reserve, Ont. (Doug Wicken)
46. Student, Manitoulin Island, Ont. (Doug Wicken)
47. Community library, London District, Ont. (Ron Vickers)
48. *Fine Arts course, Camosun College, Victoria, B.C.
49. *Mathematics, Camosun College, Victoria, B.C.
50. *Mildred J. Young, classroom consultant, Ontario Region
51. Outdoor orientation, Moose Factory, Ont. (Don Konrad)
52. Audio-visual Class, teacher training, Impacte Program, Brandon University, Man. (Beverly Aberson)
53. Indian Education class, University of Sask. (Gibson Photos)
54. Anthropology class, Impacte Program, Brandon University, Man. (Beverly Aberson)
55. Student, Impacte Program, Brandon University, Man. (Beverly Aberson)
56. Remedial reading, Impacte Program, Brandon University, Man. (Beverly Aberson)
57. Classroom assistant, Manitoulin Island, Ont. (Doug Wicken)
58. *Pre-school instructor's training course, Prince Rupert, B.C.
59. *Canoe tripping, La Tuque, Que.
60. *Boarding home placement service, Vancouver, B.C.
61. * Child care worker, Punnichy, Sask.
62. Child care worker and student, Moose Factory, Ont. (Don Konrad)
63. Ermineskin School, Hobbema, Alta. (A. E. Cross)
64. *Teachers' orientation, Alta.
65. Picnic, Impacte Program, Brandon University, Man. (Beverly Aberson)
66. *Teaching materials, intercultural education, Toronto, Ont.
67. *Housing education workshop, Great Whale River, Que.
68. *Reference indexing, Vancouver City College, Vancouver, B.C.
69. Language lab, Howard-Harwich Moravian School, London District, Ont. (Ron Vickers)
70. *Automotive training, Burnaby Vocational College, Burnaby, B.C.
71. *Receptionist, regional office, Alta.
72. *Film editing, Montreal, Que.
73. *Home management training, Cedar Cottage, Vancouver, B.C.
74. *Homemaking course, Cedar Cottage, Vancouver, B.C.
75. *Drafting, Burnaby Vocational College, Burnaby, B.C.
76. *Oil rig roughneck, Cold Lake, Alta.
77. Indian guides, James Bay, Ontario; Ontario Government photo
78. *Home management, Cedar Cottage, Vancouver, B.C.
79. *Business administration, Camosun College, Victoria, B.C.
80. *Academic upgrading, Camosun College, Victoria, B.C.
81. *Fine Arts course, Camosun College, Victoria, B.C.
82. Beading loom, Ohsweken, Ont. (Doug Wicken)
83. Raymond Gabriel, silversmith, Oka, Que. (Michel Bouchard)
84. Traditional skills, Webequie, Thunder Bay District, Ont. (J. W. Nelson)
85. *Indian dancing, Toronto, Ont.
86. *Cathy Eberts, Head, fine arts section, with part of DIAND art collection, Ottawa
87. Mohawk language course, Ohsweken, Ont. (Doug Wicken)
88. *Algonquin language class, Maniwaki, Que.
89. Workshop, Manouane Reserve multimedia kit, Ottawa (Don Konrad)
90. Literary development, Mary Jamieson, left, Joan Lickers, right, Cultural Development Division, Ottawa (Don Konrad)
91. Indian literature, Cultural Development Division, Ottawa (William T. Badcock)
92. Schoolchildren, Thunder Bay District, Ont. (J. W. Nelson)
93. (back cover) Schoolchildren, Manitoulin Island, Ontario (Doug Wicken)